





Bridge Junior School

SEND Policy

2024-25

Date ratified:	October 2024
Review Date:	<i>This policy will be reviewed annually. Any suggested amendments will be presented to the Governing Body for approval.</i> October 2025
Coordinator/s:	SENDCo
Signed (& dated) by:	 Lee Jowett (Chair of Governors)  Jason Williamson (Headteacher)

Person responsible for policy: SENDCo

Policy Date: October 2024

Policy Review Date: October 2025

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SECTION A: Compliance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- Equality Act 2010:
- Equality Act 2010: Advice for Schools (DfE February 2013)
- SEND Code of Practice 0 – 25 (2015)
- Statutory Guidance on supporting pupils at school with medical conditions Dec 2015
- Working Together to Safeguard Children (2018)
- Reasonable adjustments for disabled pupils (2012)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Bridge Junior School Child Protection (Safeguarding) Policy
- Bridge Junior School Accessibility Plan
- Teachers Standards 2012

SECTION B: Contact Details

The School's Headteacher is **Mr Jason Williamson**

The School's Special Educational Needs Co-ordinator and Inclusion Manager is **Ms Cinzia Moreland**

The Headteacher is responsible for pastoral care and vulnerable children is **Mr Jason Williamson**

The Governors with responsibility for SEND are **Mrs Asma Takolia & Mrs Dawinder Vasta**

The Headteacher, SENDCO, Deputy and SEND Governor may be contacted at:

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SECTION C: Aims and Values

As part of our SEND provision at Bridge Junior School, we adopt the aims stated in the Leicester City Local Offer for Special Educational Needs and Disability which may be accessed at the following webpage: www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/ and guided by the SEND Code of Practice to inform planning for our pupils with SEND.

Our SEND policy and information report aims to:

- Set out how Bridge Junior School will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We aim to:

- ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need
- provide access to a broad, balanced and relevant curriculum for all pupils
- to identify children's special needs and through flexible and appropriate teaching programmes to monitor progress so that development of knowledge and basic skills are not hindered by learning difficulties
- allow children to develop physically, intellectually and emotionally at a pace which is suited to them.

We are committed to inclusion to raise the aspirations of all children at Bridge Junior School. Our focus is to meet individual needs and our aim is the provision of the highest quality for all pupils, with the aid the efficient use of resources, to provide a focus on outcomes for everyone.

As part of our school ethos and principles of learning, we encourage mutual respect and consideration because all pupils are valued. We work to promote pupil's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

Statement on Inclusion

We are committed to integrating fully all children into every aspect of school life. We aim to ensure that each will contribute within his/her capabilities and that his/her achievements will be valued by peer groups, parents and teachers.

Teachers aim to provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupil's interests and abilities.

SECTION D: Objectives and Definition of SEND

The objectives of this policy are to meet the needs of all children with SEND in the school by:

- identifying and providing for pupils who have special educational needs
- to work within the guidance provided by the LA and the Code of Practice (2014)
- To operate a 'whole pupil, whole school' approach to the management and provision of support for Special Education Needs.
- to ensure that pupils and parents/carers are actively involved and supported at every stage of the special needs process
- to ensure that all children with SEND are making appropriate progress through pupil progress meetings and the use of assessments as suggested by the LA through school-based assessment
- to constantly monitor and review the provision available to pupils with SEND
- to provide support and advice for all staff working with SEND pupils

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty if they have:

- A significantly greater difficulty in learning than the majority of others of the same age
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

The Code of Practice states that special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The four broad areas of need identified in the Code of Practice are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical needs

No children will be refused admission to the school on the basis of his or her special educational needs. In line with the Children and Families Act 2014 and the Equality Act 2010, we will not discriminate against children with special needs and we will take all reasonable steps to provide effective provision for these children

For children joining the school at Year 3 with recognised SEND, the school will work closely with the school from which they are joining us to meet with keyworkers and discuss any additional requirements your child may have. Written information about your child will be shared which will include their current levels of attainment and any special needs paperwork or individualised plans.

SECTION E: Management of SEND within school (Roles and Responsibilities)

The SEND Code of Practice says that every teacher is a teacher of SEN and all staff should be aware of their responsibilities towards pupils with SEND as identified in individual job descriptions and in the Teachers Standards 2012

The SENCO is Ms C Moreland. She can be contacted via the school office office@bridge.leicester.sch.uk

The SENDCo

In line with the recommendations in the Code of Practice the SENDCO is responsible for:

- To work with the Headteacher, the Deputy Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinate provision for children with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next and previous providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

5.3 The Headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

5.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

SECTION F: Early Identification and Diagnostic Assessment of Pupils with SEND

Special educational provision should be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need and support:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

Please refer to the SEND Code of Practice (2014) Chapter 6, paragraph 6.28 onwards, for a fuller explanation.

Identifying pupils with SEND and assessing their needs.

In accordance with the assessment policy and in conjunction with pupil progress meetings, class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline.
- cannot match or better the child's previous rate of progress.
- cannot close the attainment gap between the child and their peers and so the attainment gap widens.

This may include progress in areas other than attainment, for example social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views of and the wishes of the pupil and their parents. This information will then be used to determine what kind of support is needed and whether it can be provided through adaptation of what is already on offer through quality first teaching, or whether something different or additional is needed.

Assessments will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Moving to an Education, Health and Care Plan, (EHC Plan)

Following consultation between families, school and relevant outside agencies, we may consider applying for an Education, Health and Care Needs Assessment if:

- A child has not made expected progress, despite the school having taken, relevant and purposeful action to identify, assess and meet their SEND and are likely to continue to require long term Specialist Support.
- A child's achievements are so far below their peers that we think it likely that they may at some point benefit from Special School Provision.
- The child has a disability which is lifelong, and which means that they will always need support

to learn effectively

Having a diagnosis (e.g., of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call and Integrated Assessment Meeting (IAM) for parents, the child and the school, together with any health or social care professionals who are involved with the family.

The meeting will record the child's strengths, their hopes and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan, which will record the decisions made at the meeting.

The Plan will be reviewed at least annually, school will invite families, and all agencies involved with the child. This is called an Annual Review meeting and the outcomes are recorded on an Annual Review return and sent to the Local Authority.

6.5 Supporting pupils moving between phases

The SENCO has close links with the feeder primary school and arranges extra visits to the school as needed.

The SENCO liaises with the secondary school SENCOs and relevant information is shared. Extra visits for pupils are arranged as appropriate.

SECTION G: SEND support plan: a graduated response

The SEND graduated response is aimed at children and young people with special educational needs and/or a disability. This is in recognition that many pupils with special educational needs and disability in the school will still require a person-centred approach to meeting needs but do not have the complex difficulties requiring an Education Health and Care plan.

We will follow the graduated approach and the four-part cycle of **assess, plan, do review**. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. The information for this will include:

- The teacher's assessment and experience of the pupil
- Their previous progress and behaviour
- The pupil's development in comparison to their peers and national data
- The views and experiences of parents and others who work with the pupil
- Analysis of any school-based assessments

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to pupils who have SEND and reasonable adjustments will be made to support individual pupils.

When pupils are identified as having SEND, the school provides for these needs in a variety of ways.

- Writing, monitoring and reviewing targets for all the children on the SEND register
- Overseeing and keeping records to record small step progress
- Providing in class support for small groups
- Providing small group withdrawal
- Providing individual class support / individual withdrawal
- Ensuring reasonable adjustments have been made and resources and learning reflect this
- Providing specific training for staff when a need is identified
- Providing specific evidence-based interventions such as, Precision Teaching, Inference Training, FFT Lightning Squad, Early Words, Colourful Semantics
- Other interventions will be used when and if there is a need. Another intervention may also be introduced at the suggestion from a supporting external agency

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Ensuring reasonable adjustments are being made through scaffolding and adapting our curriculum to ensure all pupils are able to access it, for example by provision of physical resources, grouping, 1:1 work, teaching style, lesson content
- Adjustments made to resources and staffing
- The use of recommended aids, such as laptops, coloured overlays, increased font, visual timetables
- Differentiation of teaching, for example, pre - teaching of key vocabulary, allowing for longer processing times, repetition of or reading aloud instructions. An array of suggestions can be found in our Teaching and Learning Policy under the four broad areas of needs, plus a section for "Independence."

Additional support for learning

Our teaching assistants are trained to deliver a wide range of interventions and to support our children in a variety of ways.

Children with SEND may be supported in a variety of ways, for example, 1:1 (adult to child), in a small group in or out of the classroom, meet and greet and emotional check -ins.

We work with the following agencies to provide support for children with SEND:

- Educational Psychology Service (EPS)
- Learning, Communication and Interaction Team (LCI)
- Speech and Language Team (SaLT)
- Vision Support Team (VS)
- Hearing Support Team (HS)
- Social, Emotional and Mental Health Team (SEMH)

Effective working links are also maintained with:

- Community Health Service
- Social Services
- Educational Welfare Service

SECTION H: Managing Pupils Needs on the SEND Register

We evaluate the effectiveness of provision for pupils with SEN by:

- The SENCO monitors the movement of children within the SEN system in school.
- Reviewing pupil's individual progress towards their targets each term
- Reviewing the impact of all interventions through impact reports
- Using pupil/staff questionnaires
- The SENCO will support the class teacher to create and monitor Class Provision Maps and Support Plans for all children.
- Monitoring through pupil progress meetings, weekly inclusion meetings and provision maps
- Using data collected through the whole school assessment procedures
- Following reviews and Joint Planning Meetings with outside agencies, the SENDCO and relevant agencies may identify that a pupil has high needs where additional funding and support is needed from the Local Authority (Element 3 Funding).
- Annual reviews for children with EHC plans
- The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The named governor with responsibility for special needs is kept informed of developments.
- The Governing Body reviews implementation of the policy regularly.

SECTION I: Supporting Pupils and Families

The school aims to form close links with parents/carers, enabling and empowering them through:

- giving parents opportunities to play an active and valued role in their child's education
- making them feel welcome and supported
- encouraging them to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling trust and confidence that the school will listen and act appropriately
- allowing parents/carers opportunities to discuss ways in which they and the school can help their child
- keeping parents informed and giving support during assessment and any related decision-making process and SEND provision

Permission from parents/carers will always be sought before a child is placed on the SEN register, is removed from the register or if a referral for support from an external agency is to be made.

Support services for parents of pupils with SEND

In the local area there are lots of support services that are available to parents and families for example:

<https://www.leicester.gov.uk/media/182445/one-number-leaflet.pdf>

<https://mychoice.leicester.gov.uk/Services/1005/ADHD-Solutions-CIC>

Parent Partnership may also be involved.

Involvement of Pupils

We aim to fully involved pupils wherever possible through including pupils in

- identifying their own needs
- individual target setting
- self-assessment of progress made
- attendance and contribution at meetings if appropriate

We aim to ensure that pupil perceptions of support and progress are included in monitoring and evaluation procedures and pupils are allowed to express any concerns they may have.

SECTION J: Supporting Pupils at School with Medical Conditions (Individual Healthcare Plans)

A central requirement of the policy for supporting pupils at school with medical conditions is for an Individual Healthcare Plan to be prepared, setting out what support each pupil needs and how this will be provided. Individual Healthcare Plans are developed in partnership between the school, parents, pupils, and the relevant healthcare professional who can advise on the pupil's case. The aim is to ensure that we know how to support the child effectively and to provide clarity about what needs to be done, when and by whom. Although Individual Healthcare Plans are likely to be helpful in the majority of cases, it is possible that not all children will require one. The school makes judgements about how a child's medical condition impacts on their ability to participate fully in school life, and the level of detail within plans will depend on the complexity of their condition and the degree of support needed. The plan should outline:

- Description of medical needs and details of child's symptoms, triggers, signs, treatments, facilities, equipment or devices, environmental issues etc
- Name of medication, dose, method of administration, when to be taken, administered by/self-administered with/without supervision
- Specific support for the pupil's educational, social and emotional need
- Arrangements for school visits/trips etc
- Describe what constitutes an emergency, and the action to take if this occurs • Who is responsible in an emergency (state if different for off-site activities?)
- Staff training needed/undertaken – who, what, when
- Parental agreement for setting to administer medicine
- Record of medicine administered to an individual child
- Record of medicine administered to all children
- Staff training record – administration of medicines
- Protocol for contacting emergency services

SECTION K: Staff Training and Resources

To maintain and develop the quality of our provision, teachers and support staff are trained in the implementation of as many interventions as possible. Where a particular need is identified, suitable training is sought for any staff working with children with SEN, either within the school's Professional Development Programme or from providers elsewhere.

The SENDCO regularly attends the Local Authority SENDCO network meetings SEND network meetings in order to keep up to date with local and national updates in SEND.

The provision for SEND is supported through the school's delegated budget (Element 1 and 2 Funding). There is additional funding from the Local Authority for high needs pupils which may be applied for (Element 3 funding, Band 1, 2 or 3)

SECTION L: Links with education support services

We aim to maintain appropriate contact with education support services for advice, training and support, and the SENCO attends regular meetings with the City SENCo network.

The school can access training and advice via the LA SEND Support Services and the NHS. These can include;

- Educational Psychologists
- Education Welfare Officer
- Primary School Social, Emotional and Mental Health Team (SEMH)
- School Nurse
- Learning, Communication and Interaction Support Team (LCI)
- Hearing Support Team
- Vision Support Team
- Child Adolescent Mental Health Services (CAMHS)
- Social Services
- Educational Welfare Service

Some services may be referred to with parental consent through a Single Point of Contact (SPOC) referral to Specialist Community Child Health Services, based at Bridge Park Plaza, Thurmaston, Leicester:

- Speech and Language Therapy (only when a speech and language screen has taken place, strategies applied and reviewed)
- Occupational Therapy
- Consultant Community Paediatrician (only via GP referral)
- Physiotherapist
- Specialist Health Visitor
- Audiology

SECTION M: Monitoring and Evaluation

This policy and information report will be reviewed every year. It will also be updated if any changes to the information are made during the year.

The effectiveness of our provision for pupils identified as having special educational needs is carried out in the following ways:

- Intervention Reviews, Pupil Reviews (with class teachers) & Statutory Reviews
- Analysis of tracking data for pupils on the SEND Register
- SENDCO review with Special Educational Needs Support Service
- Annual Monitoring and Evaluation Meeting & Report with Special Education Services
- Pupil voice
- Annual report to Governing Body

SECTION N: Dealing with Complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the SENDCo. If you are not satisfied with the outcome, then the Headteacher will follow the school's complaints procedure.

Section O: Links with other policies and documents

This policy links to our policies on:

- Accessibility Behaviour RHE
- Safeguarding
- Anti- Bullying Policy
- Teaching and Learning Policy
- Curriculum Policy

SECTION P: Reviewing the effectiveness of this policy

This policy will be reviewed once a year by the Full Governing Body, and the SENDCO will meet with the governor responsible for SEND at least once a year.
